

Housekeeping

Please...

Sign-in by initialing next to your name.

Take an agenda packet.

Have a seat.

Developing Vocabulary through Read-alouds

Mr. Fletcher

Choice Workshops

Thursday, June 10th, 2010

*Second Annual Literacy, Language, and Learning
Conference*

Agenda

1. Connection –
 - a. What do you already know about vocabulary instruction?
 - b. What do you want to know about developing vocabulary through read-alouds?
2. Teaching –
 - a. What is a “read-aloud vocabulary lesson”?
 - b. How does it work?
 - c. What materials and resources are available to help conduct it?
3. Demonstration – See a “read-aloud vocabulary lesson” in action.
4. Active Engagement – Plan a “read-aloud vocabulary lesson.” (Time Permitting)
5. Share – Complete the “Exit Slip” in order to reflect on this choice workshop session and make plans for next steps.

1. Connection -

- a. What do you already know about vocabulary instruction?

Please take a moment to “stop and jot” on your agenda what you already know about teaching vocabulary.

1. Connection -

- b. What do you want to know about developing vocabulary through read-alouds?

Please take a moment to “stop and jot” on your agenda what you want to know about developing vocabulary through read-alouds.

1. Connection -

Now, let's share
our jottings and
talk about them for
a moment.

2. Teaching -

a. What is a “read-aloud vocabulary lesson”?

It is a lesson that introduces particular “tier two” vocabulary words through a read-aloud and then follows up that reading with discussion, activities, and games.

2. Teaching -

b. How does it work?

First, pick a fictional text and choose three “tier two” words that you want to teach. You can always choose a word that is not in the story but has to do with the context. Plan for some brief word study with the words.

2. Teaching -

b. How does it work?

Second, create “student-friendly” explanations that you will use during the read-aloud when you come to each word.

2. Teaching -

b. How does it work?

Third, write out a post-it note for each word listing first the story context for the word and then its “student-friendly” explanation. Place these where each word is first encountered.

2. Teaching -

b. How does it work?

Fourth, develop a question for the students that uses the word and that will promote conversation. Write it on a post-it note and place it at a stopping point after the word is first used.

2. Teaching -

b. How does it work?

Fifth, develop a question for the students that uses all three words. Write it on a post-it note and place it at a stopping point near the end of the story at an appropriate place. Revisit the word study piece from the beginning of the lesson.

2. Teaching -

b. How does it work?

Finally, develop some activities and games to continue the learning of the three vocabulary words.

2. Teaching -

b. How does it work?

Some possible activities and games include:

“Thumbs Up or Thumbs Down”

“Situation”

“Finish the Sentence”

There are many others!

2. Teaching -

- c. What materials and resources are available to help conduct it?
- Any appropriate fiction read-aloud text
- *Bringing Words to Life: Robust Vocabulary Instruction*
- *Creating Robust Vocabulary: Frequently Asked Questions & Extended Examples*

3. Demonstration -

See a “read-aloud vocabulary lesson” in action.

Make observations and take notes as you view for a discussion afterward.

3. Demonstration -

LINK TO VIDEO CLIP

4. Active Engagement -

Plan a “read-aloud
vocabulary
lesson.” (Time
Permitting)

4. Share -

Complete the “Exit Slip”
in order to reflect on
this choice workshop
session and make plans
for next steps.

4. Share -

Thank you all for your
participation!

Any questions? Please ask.

Thanks again!